

# CANADIAN CAMPING

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L'ASSOCIATION DES CAMPS DU CANADA — OFFICIAL PUBLICATION OFFICIELLE —



Winter Issue — 1971 — Edition d'Hiver



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JOHN R LATIMER

President elect — president elect



# HANDICAPPED CAMPING IN ALBERTA

Prepared by

J. D. Walker,  
Provincial Supervisor,  
Camping and Recreation,  
Alberta Rehabilitation Council  
for the Disabled

Five years ago when plans were being made for the building and expansion of camping facilities for handicapped children and adults in Alberta, one observer pointed out that for the amount of money that it was proposed to spend on these facilities, two hundred youngsters could be flown to Hawaii every summer for five years. This remark was dismissed as a jest, and the investment proceeded on the original presumption that camping for Alberta's crippled children was a good and desirable aim.

Five years later, Alberta is in possession of two excellent camps designed and equipped to provide outdoor recreation for the handicapped which can continue to serve this purpose for twenty-five or thirty years. Thus, in terms of material values, the decision to invest in buildings was right. In terms of the intangible values of the enrichment of experience for the handicapped child, is there still a nagging doubt? Did the decision to invest in buildings leave us with two extravagant white elephants that will diminish in human values as they increase in material cost?

The answer must surely be no.

To make sure that no doubt exists, there must be constant efforts to increase the returns of intangible human benefits. An operation such as ours can never be adequately assessed in terms of 'camper days,' 'unit cost,' 'rate of occupancy,' etc., but rather in terms of 'activity,' 'experience,' 'motivation,' 'encouragement,' and plain fun. The finest camp buildings or the best of equipment is of no value if it does not contribute to the social and personal development of the handicapped child.

Just as the educational system of the Western World is presently being remade in efforts to achieve the maximum development of human potential, so must we be alive to the need for bold and challenging

innovation to make sure that no handicapped child looks back on his experience at camp with distaste or indifference.

The traditional picture of the handicapped or disabled child as a passive, dependent personality with little potential for development into useful and responsible adulthood has been completely altered. Twenty years of medical, vocational and social rehabilitation in Canada has refuted the belief that all that could be done for the handicapped was to care for them and give them a pension.

Recreation has a role to play, and outdoor recreation in a camp setting is a major part of it. The purpose of this projection is to outline the methods whereby Alberta's handicapped camps can meet this challenge.

The aims and objective of the handicapped camping program may be stated as follows: — to provide motivation by meaningful experience within a camp community setting for any handicapped or disabled adult or child who, for reasons of his or her handicap or disability, cannot be provided with such experience elsewhere.

Discussion of the means by which this aim can be achieved must cover three areas: —

1. Identification of campers and the process whereby their camping experience can be related to and integrated with their medical rehabilitation, their school, their family, their church, their community and their future.

2. The selection, training and development of the staff who will serve the campers and the program required to achieve the maximum benefits to the campers.

3. The coordination and administration of a continuing service.

## 1. Identification and Placement of Campers

Considering the children and adults who could be served by specialized camps, we can identify a number of groupings: —

- (a) substantial numbers of children or adults who share a common specific handicap, i.e., diabetics, retarded, blind, mentally ill.
- (b) substantial numbers of children or adults with similar problems, i.e., the orthopedically handicapped from whatever cause (spina bifida, amputees, cerebral palsy, polio, muscular dystrophy, arthritis), or the emotionally disturbed from whatever cause.
- (c) much smaller numbers of children or adults with specific problems not shared by others, i.e., hemophilia, deaf, epileptic, cystic fibrosis, behaviour problems and the multiple-handicapped (some cerebral palsy and others).
- (d) undetermined numbers of adults with problems not clearly defined or recognized as handicaps, i.e., the aged, the alcoholics, unwed mothers, the socially handicapped.

While any or all such groups could utilize a specialized camping facility, many such groups are not compatible with each other or with the traditional interpretation of a handicapped (or crippled children's) camp.

However, since there are factors of time and staff availability to consider, a reconciliation between the compatibility of various groups and maximum utilization of facilities must be made. Thus, all children's camps must, of necessity, fall in July and August. Adult camps requiring full staff must fall in June. Adult camps requiring partial staff can be scheduled in May or September. Other camps requiring food service staff only can be arranged at any time of the year.

To the present, the selection and placement of campers has been on the basis of age, irrespective of disability and on the separate registration of the specific disability groups



who have had designated camp periods; i.e., diabetics, mental health, retarded children.

While the specific disability camps have attained a measure of uniformity, and presumably compatibility, the camps designated by age only have presented some anomalies.

Maximum occupancy has been the goal, and very, very few applications have been refused and those only on strictly medical grounds. As a result, some children with very minor handicaps have been accepted, and some children with multiple handicaps and behaviour problems, which are beyond the competence of the staff to deal with, have been accepted into a general age category.

As occupancy reaches maximum, selection must be made on grounds other than medical contradiction. The basis of this selection must be two-fold: (1) could the applicant be better accommodated in a general camping situation, such as church camp, Y camp, Guides, Scouts? (2) will the applicant derive benefit from his camping experience within his own general age grouping, or would he benefit more by placement in an older or younger age group or a special group designed to meet his special needs?

The above criteria of admission presupposes that a great deal more information on prospective campers must be assembled than heretofore. It would be necessary to devise some kind of feedback from the camper, himself, and/or the parent which, together with the staff reports and up-to-date medical, social and case work information, could form a broad and detailed basis for the intelligent and effective selection and placement of campers. This would help achieve the integration with other aspects of the child's life as mentioned previously. This selection and placement should be the function of an advisory committee composed of professional resource people including the medical advisor and the camp director or senior camp staff member. It could also include knowledgeable people associated with some of the specific disability groups.

The emphasis on placing the child or adult into the camp period best suited to his needs suggests that consideration be given to structuring at least three camp periods on the basis of level of activity, area of interest or intellectual capacity rather than an arbitrary age or disability structure.

*Continued on Page 22*



*The happy ending after two weeks at Kinsman Camp Horizon.*



*The trail riders move out.*



*Snacktime at Kinsmen Camp Horizon.*



# THE YOUTH 'REVOLUTION' — HOW IT CAN SAVE OUR CAMPS

by John R. Latimer,  
Director Camp Kilcoo,  
President-Elect Canadian  
Camping Association

Adapted from presentation O.C.A.  
Conference, March 7, 1970)

As an "aging" Camp Director, it is becoming more and more obvious to me that factors such as Camp sites, facilities and programme should not be our primary concerns in ensuring the future success of Camps. In truth we must be concerned about the young people we hire — the young people we work with — the young people whom we entrust with the health, safety and growth of the campers who come to our camps.

Let's look at the younger generation . . . the young people from whom we will choose our counsellors and C.I.T.'s. As Barry Lowes recently stated, this is the first generation in history in which our young people have not been needed. There's no depression — There is not a world war — They aren't needed. Isn't it awful not to be needed!

Unlike the Hippie (and isn't that an outdated term), who might quit society, I believe that most young people are poking at the society around them. Young people see us — we adults — as caring too much about external successes. They hear us asking them to care about grades, money status, things, physical comfort and power. They look at us as phonies, because they don't see us acting along the same lines we taught them so effectively.

On the other hand, we see them as too concerned about their internal experiencing . . . we see them withdrawing from competition, from the kinds of achievements we care about, the kind of hard work we understand. Then too, we see their dress and grooming as outlandish and sometimes repulsive. The long hair and often, to our eyes, dirty clothes, seem to us a personally intended offence, a slap in our some-

what undeserving faces. And their language, including public use of our own private vocabulary, galls us. We seem to care more about what is *on* our heads than *in* them, and they must chuckle or weep at putting us on, to prove our concern with appearances rather than persons.

As Camp Directors we are fortunate . . . we have a real opportunity to work with and know young people . . . and, if we've taken advantage of this opportunity, they have perhaps forced us to listen to their outcries of idealism and their somewhat painful cynicism.

Young people are pretty smart . . . They're alert, they know when they lack experience . . . when they aren't ready to handle responsibility . . . when they still feel they have more maturing to do. And I also believe that many young people, indeed most young people, are, while crying out to be listened to and understood, are also saying we are willing to listen to you adults and we are trying to understand you. I think that is great, because we adults can also be pretty confused too.

We must believe in people . . . the young campers . . . the younger staff . . . the older staff . . . and above all in one another! And if you and your staff . . . if I and my staff can start getting together, and working together, then we are well on the road to achieving, in a small way, a certain measure of success. For when "my camp" becomes "our camp", then something wonderful can happen. When "my" world becomes "our" world, "my" life becomes "our" life, then suddenly we are alive together. The alternative is, sadly, that we may choose to be dead together.

You and I are the ones who determine the kind of atmosphere we

have in our camps. It is you and I who can, if we want to, create an environment in which two people, or ten people, can meet at the side of a lake, or huddle in a crowded tent on a stormy night, or sit together under a particular tree, knowing that their feelings and hopes can be shared without fear of ridicule . . . without fear of being laughed at . . . knowing that others will understand, or at least be tolerant of the fact that their views can be strange and different.

You and I can create an atmosphere in which the most manly man, and the most feminine female can be themselves. An atmosphere where young children can continue to bow their heads and keep their eyes closed after a moving Chapel or Vesper Service. And I use this as an example because it was part of a story told me a few weeks ago by a friend who directs a very successful boys' camp. A vesper service was being held, to which all of the campers had been invited. A few songs were sung, some 'thoughts for the day' expressed, and then the boys were asked to bow their heads in silent prayer . . . they were asked to listen . . . to listen to the sounds in the trees . . . the sounds of the water on the shore . . . the sounds of silence. And as the sun cast a dark golden hue on the horizon, and as its rays got caught in the trees, the Director announced that the services were over. But a strange thing happened . . . the boys just sat there. Some stared at the darkening sky . . . many continued to keep their heads bowed. The story moved me . . . it was a story with feeling. I was back at camp again . . . I knew what he was talking about. I could see the boys . . . the big boys





*The Nature House, Camp Kilcoo.*

. . . the small ones . . . the red-haired ones . . . the popular ones . . . the lonely ones. Those from wealthy homes . . . from poorer homes. Each boy was in his own world — and yet they were all together. And because of the moisture in my eyes . . . or perhaps I can become very frank and say, because of the tears in my eyes . . . I knew then why I was a Camp Director . . . and why I had to be a Camp Director.

I knew that my own role in life was an important one, because I have the privilege of working with young minds. I can, in my own way, teach them how to understand and cope with the city, so that they can combat the pressures, learn how to work with and settle problems and not just take life for granted. I can perhaps show them how to find some happiness in life through hard work and a belief in themselves. I can perhaps teach them how to really live without getting involved with those around them who are

being taught to rush and to push . . . and become insensitive. I think that if camps continue to be successful . . . and if they teach that black can hold the hand of white, rich can hold the hand of poor, and young can hold the hand of old, then we are well on our way to creating future generations of which we will be justifiably proud.

In our conference we spend a great deal of time thinking about "kids". Have we talked about "kids" as things . . . as items . . . as puppets which can be manipulated and moved? I feel this is natural in many respects, for up until the day camp opens and the busses arrive, we generally look at the list of campers as just that . . . a list of names which have to be arranged in certain group formations. Some we know, some we don't. We know the cities and towns from which the campers are coming . . . and possibly some of the peculiar characteristics which are attached to certain names. But they are often just that — NAMES. But

then the busses arrive. The doors open, and out come human beings. Some are smiling from ear to ear. Some are too excited to bother with the steps of the bus, and they jump to the ground; others take each step down, as if they are walking into a real hell. They see in front of them an ocean of strange faces, and hear a cacophony of terrifying noises. When we finally meet, some look us directly in the eyes, showing us a sparkle for living. Others watch their feet, afraid to look at their Director or Counsellor. All they can see in the ground is the terrifying black cloud of loneliness . . . but perhaps in their hearts they hope that something might happen which will make the clouds disappear. The children are no longer just items . . . they are now people . . . or hopefully we now see them as people!

These people take on all sizes and shapes. As we get to know them better, we see them lustily singing at a campfire. We see them holding their wounds after a fight . . . we



see them jumping from a diving board, or wading neck deep in a swamp. We see them giggling when they are frightened, we see them boasting when they are scared . . . we see them clinging to us when they are lonely. They are coming alive . . . and each day they come more alive . . . more vibrant.

We see that some are incapable of a relationship!

We see that some of them are gloriously and outrageously happy!

We see that some of them know how to laugh!

We see that some of them are mean . . . and some are kind . . . and some are co-operative, and some are strong and some are weak!

And we see them when they sleep. I believe this is a most humbling and devastatingly beautiful experience. Parents know this feeling when they walk into their children's bedroom at night. No matter how bad the day has been . . . no matter how bad the children have been, something wonderful happens when we gaze down at a sleeping child . . . and perhaps even allow ourselves the luxury of being able to reach out our hand, and softly touch their cheek . . . or stroke their hair. And Camp Directors too can have this experience, if they will only take the time after camp has settled down to go into a cabin or tent.

One can see a young child curled up in his grubby sleeping bag . . . the arms may be outstretched, the fingers relaxed and curled . . . the pillow pushing against the cheek. And one can say to oneself . . . My God, it's a human being . . . and I'm responsible for him. There in that body lies a heart . . . a brain . . . a soul. There is a child with a sore foot . . . there is another with a bruise on his leg . . . and another with two new teeth just starting to come in, and there's another who is so proud of that first chin whisker. What did I do today to make that child's life happier? What challenge did I and my staff present to that child today? What opportunity did we miss to help this child to learn how to be a better child, and hopefully therefore a better adult. Did this child have fun today? Is sleep to this child a form of anaesthesia . . . his only time of release from loneliness, terror or rejection . . . and the only thing he can do at which he doesn't fail? What am I, the Camp Director, going to do tomorrow to overcome his need for such anaesthesia? And the same applies to the staff members. Perhaps

we don't go into their cabins as often . . . or see them sleeping, but are we asking ourselves . . . What did each counsellor learn today? Did I give him a chance to know the thrill of accomplishment or did I just expect him to follow orders and carry through on all of my carefully laid plans and requests. Did I involve that counsellor? Did he go to sleep tonight knowing that this was a great day because he had done something worthwhile . . . on his own.

I suggest that this is a very valuable experience for everyone . . . and, although it isn't always practical, perhaps we can be doing it mentally. Look at a sleeping child . . . a sleeping staff member. And then ask the questions . . . Did I yell at that person today? Did I lose my temper and become impatient? Did I say something unkind? What will I do tomorrow?

Yes, what will we do tomorrow? What will we do next summer to build an atmosphere of love and trust? These are serious questions, and they can only be answered if we, the Camp Directors, really learn to love — and really learn to trust our staff. And if we love, and if we trust, we are getting a very positive start in overcoming some of the fears and questions we have about what's happening in the world today. No wonder we are fearful and no wonder people say, "what's going to happen?" when militant radicals get fantastic press coverage to say to the world that the only "answer" is destruction of the older generation. They say it's now a matter of life and death . . . and every young person must rally forth for "freedom". I worry because I'm not willing to be destroyed! We are all wondering — in our schools, our homes and camps.

We wonder when we can say "yes", or "no". We aren't sure any more when to make suggestions or when to keep our mouths shut.

We want our campers to grow.

We want them to make decisions.

We want to give them freedom.

But sometimes because of this fear, we become too permissive . . . and then we aren't really being the leaders the children want us to be. A few years ago, I tried an experiment. I chose six of the oldest campers . . . those who had been assigned to our Super Senior Cabin. I told them when they first arrived that they would not be having a Counsellor. I outlined some of the rules as far as safety was concerned, and their relationship to the rest of

the camp . . . but in all other areas they were responsible for arranging their own programme . . . bed times, discipline, etc. Of course, this made them very happy . . . and for two weeks they operated on their own. However, near the middle of the third week, they came and asked me if they could please have a Counsellor. I'm sure you can imagine the reasons they used, but I also saw a few other things. I believe they were really saying to me —

We want to have someone lead us, and help us make decisions.

We want someone to help us grow by helping us to see the mistakes we make and why.

We want someone to put a few hurdles on the track for us.

We want someone who has the guts to knock us down when we deserve it.

We want someone who loves us enough to say "NO".

We want someone who cares about us.

Now, in many respects, I agree that some young people have gone too far . . . too far in swinging the pendulum in the other direction. I become very impatient with some of the young people who are against everything . . . The young who can only see the world through black lenses . . . the young who opt-out and form their own "Establishment". The young who make life one-sided and say — "you've got to understand me but I don't have to understand you!" I become impatient with those who are motivated by one thought "Down with People". I wish they could hear the records "Up with People", — records made by young men and women who share the same concerns about our present world problems. They know things aren't right. They know the world has its boils and cankers, and they aren't trying to overlook them. But instead of seeing everything as rotten . . . instead of saying to the adults, "Look at the bloody mess you've caused", they are trying to say, . . . "O.K., we've got problems . . . let's do something together to solve some of these problems."

That's the kind of young person a good camp can develop. That's the kind of young person which good camps should be developing.

And, Ladies and Gentlemen, . . . if you and I . . . if you and your staff . . . if I and my staff produce young people who believe in the thought "Up with People", instead of "Down with Everything", then we'll have great camps.



# QUELQUES NOTIONS GENERALES SUR LE REPOS ET LE SOMMEIL

CHARLES A. CEGLAR, sdb  
CAMP SAVIO

## 1. La nécessité du sommeil

"Une des plus merveilleuses inventions de la nature pour le maintien de la santé, est le sommeil, sans lequel la vie ne pourrait être maintenue bien longtemps". C'est par cette affirmation que le Dr. L. Boissvert commence ses pages sur le Sommeil. Le sommeil est donc un phénomène naturel, dont la banalité apparente cache cependant un grand nombre de problèmes souvent très compliqués et parfois même mystérieux. Le sommeil peut être défini comme étant un état périodique nécessaire, caractérisé par une sorte de suspension de la vie active. Il est *périodique*, puisque chaque soir nous nous endormons pour nous réveiller le lendemain matin, et il est *nécessaire*, car sa suppression totale entraîne une fatigue invincible, puis la mort. Selon GROLIER (IX), le sommeil est un état que l'on retrouve chez tous les vertébrés et dont les principales caractéristiques sont la valeur récupératrice, la périodicité, la diminution extrême du contrôle par les centres nerveux supérieurs et la disparition pratiquement complète de la conscience psychologique.

Environ un tiers de la vie d'un individu normal se passe dans le sommeil: certains ont besoin de plus, d'autres de moins, mais la règle générale s'applique toujours. D'habitude, ceux qui dorment profondément ont moins besoin de sommeil, tandis que ceux qui dorment légèrement en requierent davantage. Si l'on veut jouir d'une bonne santé, des périodes régulières de sommeil à intervalles aussi réguliers que possible sont indispensables. Les enfants n'ont pas besoin de longs discours sur la valeur et la nécessité du sommeil: tout simple-

ment ils dorment, c'est tout. Il en serait de même pour les jeunes et les adultes s'ils vivaient plus près de la nature. Malheureusement le monde aujourd'hui gaspille en excitation et en mondanité les heures que la nature lui a données pour son meilleur sommeil et il dort aux heures que la nature assigne pour récupérer force et vitalité.

## 2 Pourquoi dormons-nous?

On a cru autrefois que le sommeil était provoqué par un trouble circulatoire, mais la faible amplitude de celui-ci et sons sens variable ne permettent pas d'expliquer le sommeil.

On a ensuite attribué le sommeil à une modification des échanges nutritifs de la cellule nerveuse.

On pensa également que le sommeil résultait d'une intoxication, mais il est difficile de parler d'une intoxication lorsqu'on envisage un phénomène aussi normal que le sommeil. Il est cependant exacte que le manque prolongé du sommeil aboutit à une intoxication due aux déchets de l'activité cérébrale et physique.

Selon la théorie actuelle, on admet que dans le sommeil le cerveau est *débranché*: les messages des sens qui, à l'état de veille, arrivent à l'écorce cérébrale par l'intermédiaire d'un système particulier de neurones, appelé le système *réticulé*, ne lui parviendraient plus. Les centres supérieurs du cerveau seraient ainsi isolés du monde extérieur. Ce processus de freinage, base du sommeil, est appelé depuis Brown-Sequard, *inhibition*, il s'oppose à un état inverse d'excitation ou dynamogénie dans lequel les centres répondent de façon exagérée aux messages qu'ils reçoivent.



C. A. Ceglar, sdb

Toutes les techniques modernes sont d'accord pour établir que le sommeil est un processus d'inhibition, c'est-à-dire la généralisation à l'écorce cérébrale et même aux centres inférieurs d'un processus qui entre normalement en jeu dans le fonctionnement du système nerveux.

Le sommeil normal n'a rien d'un état passif. Il exprime une fonction active, laquelle s'intègre dans le cadre des instincts. Nous ne dormons pas parce que nous sommes intoxiqués, mais pour ne pas être intoxiqués. Comme le montrent les encéphalogrammes bio-électriques, à aucun moment le cerveau ne cesse complètement son activité.

## 3 Les résultats du sommeil

Si l'accord ne semble pas absolument réalisé sur les causes du sommeil, les savants sont cependant presque unanimes à constater des résultats très voisins. Selon C. T. Morgan, ils peuvent résumer à un relâchement musculaire et à une réduction générale de l'activité physiologique: ralentissement du ryth-

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# Snark Hunting

by David Hartry, President  
Canadian Camping Association

This is a story which describes a fun program that we have used at my camp, The Anglican Youth Camp, twenty miles outside the city of Halifax. As you read through this program you will see that it is rather absurd at times and comical and "way out" as the saying goes. It is a fun program and it should be taken in that regard. You have to be crazy sometimes to really be involved in this kind of program and you know me — that's exactly what I am sometimes — crazy. It's called Snark Hunting!

Have you ever gone on a snark hunt? If you haven't gone on a snark hunt, then you must go because it is really something! The first official snark hunt was held in the year 1968. Actually it took place on the shores of Mason's Point just outside Halifax, Nova Scotia. At that particular spot there just happened to be one of our Canadian camps in residence at the time.

What is a snark? Well, you see it's difficult to describe, but a snark is an animal — no, it's not an animal. A snark is a fish — no, it's not a fish. It's a cross between a fish, an animal and a human being. It goes on land; it goes on water, but it cannot go too far on land or too far in the water. It is really a fictitious creature . . . but one can have a lot of fun.

Snarks can only be caught at 3 in the morning on a foggy night on the Atlantic coast. But not too thick a fog — one must be able to see the moon coming through the misty fog. There has to be a fog, however, because that is the only time when the snark appears.

He is a long creature, sometimes eighty feet long, sometimes only ten. Many bumps protrude from his back. He has antennae and his eyes usually shine in the dark. He seems to float and yet he seems not to float. He is certainly very difficult to describe. He cannot be shot; he cannot be harpooned; he cannot be caught by a hook on the end of a line. He can only be caught by a WHOMP-HUM STICK!!

Now a whomphum stick is really a very large stick with a huge bump on the end. These are very difficult to find, but they are usually found in every wooded area. (Actually a whomphum stick is just a stick with

a large infection mound on it. This is a kind of tree infection that has got into the end of the wood and it swelled at one period of time). It must be found because this whomphum stick is the only kind that will catch a snark.

And there are only certain kinds of people that can catch a snark — usually camp directors or waterfront directors and some senior campers. The others have to cheer the brave souls on in the wee hours of the morning or be very silent spectators. Having obtained a whomphum stick, you then proceed to go down to the water-front at 3 a.m.

What we actually did, at the Anglican Youth Camp, was to set our watches ahead (campers didn't know this) and soon after they had fallen asleep, we would get them up again. They were all excited about this. We had talked it up — all about snarks. Much to our surprise at one time, we found, in the library a book actually called "Snark Hunting". The book was very old and it was talking about some kind of sport or fictitious story so that actually, when we did think up this kind of "traditional" program, we were not too far-fetched because we had a book about it. We showed this to the children and this made our fictitious story even more convincing! One has to be careful that the children don't become frightened by the darkness and the whomphum stick and the enthusiasm of the staff. I found that I got so excited one time that it was almost dangerous in the sense that some child might panic and get really scared.

Actually the snark was made by campers who knew really what it was from the year before, and some counsellors and the senior staff. They took a lot of the green garbage bags that we are familiar with, stuffed them with styrofoam and tied them all together so that we had several bumps of green garbage bags in a row. The head was made up of one of these with little red reflectors from the back of a bicycle and we made long antennae out of coat hangers.

Then we floated this creature out in the water, on a foggy night, not too far from the wharf. Lying down

on the wharf, out of sight in the dark was the water front director who as a very able swimmer made noises in the water which sounded quite fantastic! He took a long cylinder and blew into the water, making all sorts of gurgling sounds. One time he took a small hand-pressure fire extinguisher out with him on the wharf and the gushing sound and spout of water was even more convincing.

Only extra important X-ray beam lights were used and it happened that just the camp director and certain others had these special lights and only these lights could really focus on the prize of a real live snark! Yours truly, the Camp Director at the time, had to wade into the water up to his knees to get at this snark and you bend over at a certain 45 degree angle and you take your whomphum stick and you strike the snark three times, yelling out for each strike, "WHOMP-HUM! WHOMP-HUM! WHOMP-HUM!" It's most important that you really yell this out and hit three times. And then, of course, this kills the snark.

Now, the thing is, at this point, the snark has been caught which is an historic event and everyone gives the camp yell or sings the camp song or gives a cheerful chorus announcing the victory of this great event.

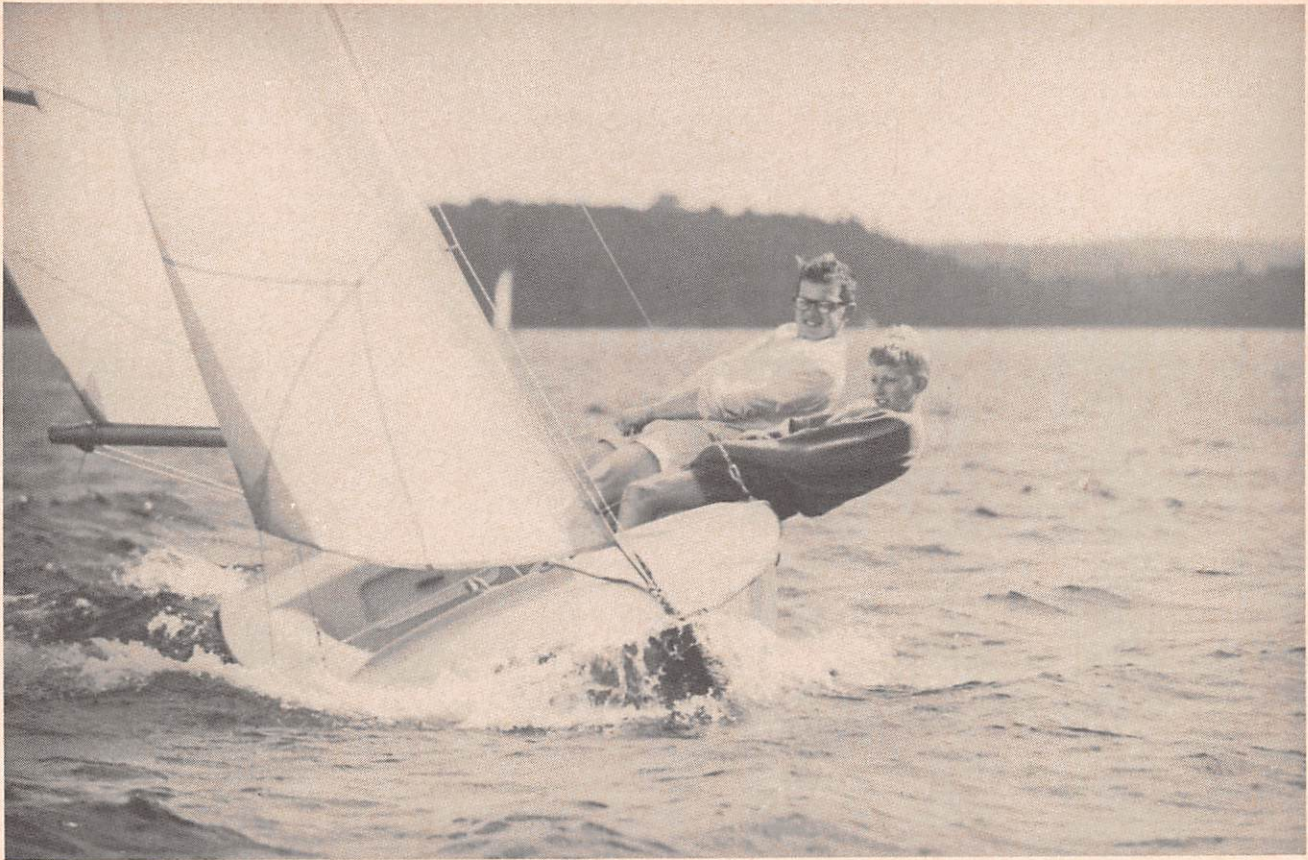
Now this is an adventurous program. It is a "way-out" type of program. It is sort of an entertainment program and, as I said earlier, one must take care that everything is make-believe. The children love it. They write about it and talk about it and it is quite amusing each year as we are asked, "When will the snark hunt be?"

One child described in her letter what the whomphum stick looked like. "The bump on the snark stick is called sarcophagus and the part you hold onto is called the handle. The part above the bump is called the framis."

Immediately we thought that it would be necessary to form an International Association of Snark Hunters so that it was decided at that moment that all Presidents of the CCA would be International Vice-Chancellors of the International Snark Hunting Association, which means that I would be the First Vice-Chancellor and I will soon be succeeded by John Latimer who has yet to experience such a phenomena on the Atlantic Coast!

Cheers  
David





## The Campers—THEY are YOURS to Motivate

Adele Ebbs  
Camp Wapomeo

The campers are YOURS to MOTIVATE, also to care for and love, to keep safe and healthy, and to provide with opportunities for growth and development. Before tackling a job like this it is good to have your own philosophy about camping. This will be built on your own experience and your own personal goals, and, hopefully, it will change from time to time as you are exposed to new ideas. Is a statement of your philosophy enough to motivate your campers? I think not entirely, because campers want to know where you stand. They need to see you living your philosophy, reaching out for goals ensuring a "positive growth experience" for both yourself and your campers.

Trying to get people to *do* things is one of the biggest challenges of leadership. Our society has always demanded an "honest day's work for an honest day's pay". My generation was always supposed to be busy. As long as people looked busy they were left alone.

A camp Director once told a story about a little boy who was hard to motivate into any activity. Finally one day to the delight of all, he was found sitting on a log by the river, fishing. Everyone who saw him was delighted that George was doing something at last, and indeed even self-motivated.

After some time, an hour or so, a counsellor could not ignore him any longer, so he inquired: "Any bites?"

"Nope."

"Not even a nibble?"

"Nope."

"That's strange," said the counsellor.

Finally George raised his home-made pole from which dangled a string but no hook. His explanation was that this was the happiest time he had had at camp because no one had bothered him all morning. He had finally found a solution to his problem, and it was self-motivated.

Now we know that people need to be left alone at times so that they

can become aware of feelings and senses that have been submerged and dulled by our man-made institutions. At camp there can be an opportunity to stimulate all the senses which at home are used primarily only to look at T.V. or watch other people doing things. A good counsellor can help a camper to tune-in to sights and sounds and respond to feelings which are unique because of the quality of the environment.

A group of senior "old campers" were sitting sunning themselves on the dock. When I returned an hour later they were still there, and they admitted that this was their favourite pastime. As we talked there was little indication that they could see anything wrong with their "activity". However, after some time they agreed that during the next week they would record their morning and afternoon activities.

At our next meeting they told me that at first they had to make a conscious effort to ensure even one



daily entry. They re-evaluated their goals and gradually appreciated the opportunities available to participate in self-selected activities. They set their own programme even though they needed a lot of assistance to get started.

No matter what we as leaders do, there will be growth (no child's development just stands still) and it is the counsellor's role to be sensitive to the needs of the campers and to open avenues which will lead to satisfying and desirable development. Today young people are saying, let me alone, let me do my thing, in other words "let me grow".

Do you wonder then, why we need to worry about, "How to motivate?" You will find various personalities in your cabins — hopefully, many keen, self-starters with their goals all set.

But what about the others who are inexperienced, shy, dependent and afraid? Programme planning can start at any age. As soon as possible let the group talk while you listen. The organized camper will stimulate the others and many good ideas will develop. For the camper who has not participated in the group, have a private discussion. Help her to set her own goals, which might be quite different from the majority. At camp we can have concern for and do something about the minority.

Another leadership technique is that of evaluation. This can be done formally or informally, but whichever, it is a very important learning tool that will produce a natural progression of events. This too can be done by any age in varying degrees of involvement. It is also an opportunity for you, the leader, to help to establish values and to aid in developing experiences which will be positive, satisfying and fun for all.

I would like to pose two questions which will give you an opportunity to do some participating. There are two methods of motivation which regularly cause arguments: Competition and Awards. Both are used frequently and there are supporters for both their use and abolishment. Recently a speaker said, "Competition stifles rather than gives opportunity for growth". Since we have been presupposing growth during the camp season, it naturally follows that some heed should be taken of competition which might be good or bad. The other method of motivation — the giving of Awards — is an accepted practice in some areas, and in some camps. Since the latter

is perhaps more provocative, I would like you to share your ideas on "Is giving Awards a good thing?" Do you agree with A. J. Neil of Summerhill school in England who says that "To offer a prize for doing a deed is tantamount to declaring that the deed is not worth doing for its own sake"?

Award and reward are not synonymous. As one progresses from one level up to a higher one, in Life Saving, for example, this is reward for achievement with little thought for the actual badge, usually. Also the reward could have a negative connotation when it is connected with fear — fear of the consequences of an action — the taking away of privileges. If it becomes a habit to do things through fear of the consequences or to gain an unrelated reward — like money for high marks at school — then there is never satisfaction in the simple act of achievement. Once one has enjoyed the feeling of achievement, then his self-esteem is established and he has found his essential worth and dignity — as an individual. ("*Talks to Counsellors*"). The use of presents, rewards and other material objects reduces the establishment of good relations between the camper and the counsellor to a merely commercial basis.

A school teacher observed that always the same students win competitions. This helps to emphasize another statement that, "Some people just know they are losers", and try to learn to accept it. Hopefully, at camp, honours can be shared and approval given for effort which will help to build self-esteem.

One camp did a survey on their campers and 97% favoured their competitive programme. However, the following year this same camp eliminated competition and the final competition and the final consensus of opinion was that the summer had been more fun. Staff who have been used to it, find it much easier to work in a programme which is keyed to awards. Some parents seem to need tangible proof of their children's accomplishments. However, those who are concerned with the development of children through the stages which will lay foundations for future self-evaluation, judgement, self-respect and concern for others will find other techniques of motivation which will be more purposeful and will have more lasting effects. At camp we are concerned less with immediate effects than with a carry-over into later life.

The kind of camp programme in which I am interested is unstructured, giving individuals an opportunity to choose. Regulations are formulated for health and safety and beyond that, it is up to the staff members to present stimulating programmes, intelligently planned to allow participation for all, with progression at the rate of the individual's abilities.

The counselors and instructors, then, have far more responsibility for putting over their programmes and they have to learn the art of good leadership.

There are 4 techniques which aid in eliciting desired responses — in other words that help to motivate:

1. Positive Suggestion, as opposed to negative command, by suggesting, hinting, and through personal example our methods will be democratic rather than authoritative or dictatorial. This will permit freedom of choice.

2. Co-operation, rather than bossing. This will keep the good will of the campers. It will also ensure more constructive activity because there will be time and opportunity to discuss and work out higher standards.

3. Faith expressed as hope for someone's ability to succeed, works wonders. To know that someone believes in you and expects you to try your best, exerts great power on a person's effort.

4. Commendation. Could this be reward enough? It builds up one's self-esteem. It expresses a close relationship between persons and shows that someone cares.

To counsel your campers in the ways mentioned earlier — with discussions and evaluations — you must be ready to give an opinion when asked. A young person likes an adult who acts like one, who can be decisive and give direction when necessary. A child is quick to feel indifference. You can set a CLIMATE which is conducive to free and happy exchange of ideas, co-operation and eagerness to try something new. Everyone can feel important because of his INVOLVEMENT in the planning. It gives an opportunity for campers with special talent to give leadership in their area. Their reward will be the approval of the group — and of the counselor. To sum up the gist of this article and the discussions in the group what more can we say than, "Faith, Hope and Love — and the greatest of these is Love".





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# Bermudians Camping in Canada

Bruno Morawetz, Ph.D.,  
Camp Ponacka



*Bermudians at Camp Ponacka, Ontario.*

For the North American visitor, Bermuda exercises a special charm. Much of this is due to its climate, its vegetation, its smallness and its people, most of whom are, of course, black. During the two weeks my wife and I spent on the island, we talked to a great number of youngsters and were greatly impressed with them. They are polite, clean, well-spoken, well-mannered and well-dressed. Most people are reasonably prosperous and there are hardly any slums on the island.

We asked many of them how they liked living in Bermuda, expecting, of course, a most favourable reply. To our surprise most of them did not like it that much, almost always for the same reason: "It's so small — I have seen everything in Bermuda dozens of times — I would like to see Canada and the United States". A surprising number of young and old Bermudians have been to North America and most of them have relatives scattered all over our continent. Fortunately the government recognizes the desire (and desirability) of its young to travel, and actively encourages exchanges of various kinds.

Through mutual friends, we were introduced to the Director of Youth, Mr. Reginald Ming, who took us on a tour of Camp Wahoo on Port's Is-

land. The island and the camp are owned by the government, and its buildings and facilities are rented during the summer holidays to youth groups who bring their own cook and leaders. For a population of 50,000, one camp and a couple of youth hostels are quite adequate, especially since most of the children live in the outdoors during the warm six months of the year.

After seeing the camp I suggested that we exchange twelve campers, and Mr. Ming openly welcomed the idea. He had no doubt that his government would back him and with very little red tape, a date was set for August, 1970. It was quite an experience for these twelve young Bermudians and their leader, Sammy Wilson, to land at Toronto International Airport, and to speed at 70 m.ph. along the 401, in the back of the camp truck. In Bermuda the top speed limit is 20 m.ph. and the greatest distance, 18 miles.

Adjustment to camp life was not too easy. They found it difficult to split up into different tent groups, because as members of the Pembroke Youth Club, they had been accustomed always to do things together. Also, Canadian ways are so different. Our pace is much faster, our ability to exert ourselves much greater, our food is so unaccustomed.

Instead of returning to their tents after a meal, they tended to congregate around their leader, or the four older lads who had come to receive leadership training.

Ontario lakes are very much colder and cooling off in the lake did not hold the same thrill for them. Several of them could not swim at all and most of the others had never developed a clearly definable stroke. The waves around Bermuda do encourage bathing, but not swimming.

As the days wore on they began to feel more at home and to feel closer to the other boys in their tent group. The revelation that white people are not ogres came as quite a surprise to some of them. One boy said that he had never shaken hands with a white person and most of them had had no previous contact with white people.

They greatly enjoyed their overnight canoe trip and they did relish the woodsmoke which accompanied their outdoor meals. They satisfied one of their greatest ambitions: to see a waterfall and white water. Most of them loved the horses but all of them were fascinated with the friendly chipmunks who visited them in their tents.

By the time the two weeks were over, they were very much at home. They all improved their swimming. Many learned to sail, and canoe, and some had become good friends with their tentmates.

Their third week was spent in Toronto, seeing as much of the city as possible, as well as Niagara Falls, the Peterborough Agricultural Fair, and visiting a Canadian family overnight.

For the Canadian campers it was a most worthwhile experience to share a tent for two weeks with a boy from a different culture and racial background.

It would seem that exchanges could be worked with Central America, Mexico, even Europe, if a personal contact can be established. An exchange of this kind has the advantage that the only large expense is the air fare, and this is no longer of such major proportions. The benefits to both sides certainly justify the effort which needs to be expended.



# Camping in BERMUDA

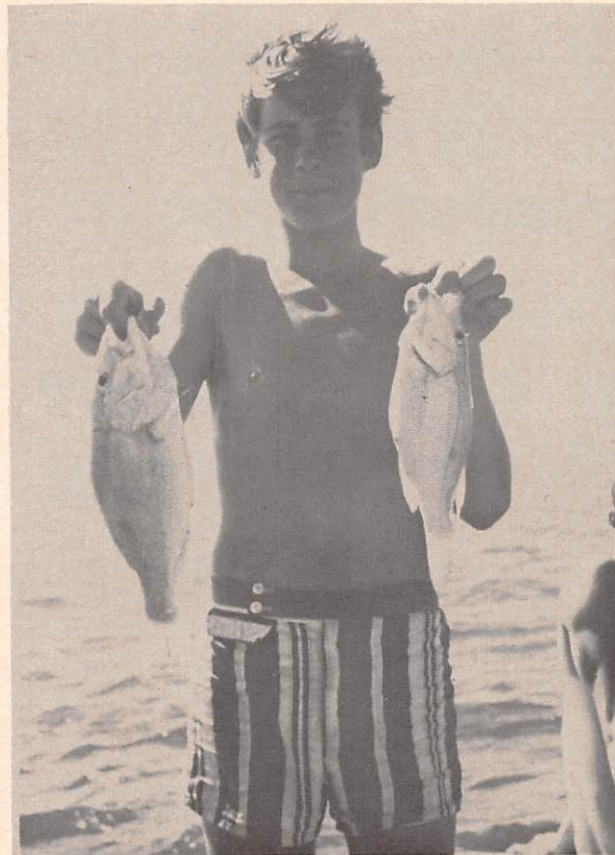
by Richard Kinch, Camp Ponacka

Interesting idea; an exchange of Bermudian and Canadian Campers . . . pondered over and forgotten . . . until the next summer when a large group of Bermudians were being entertained by Camp Wangoma and happened to visit our camp for a couple of days . . . "How are you boys enjoying Canada?" "Fantastic, Wow!" "Groovy!" "The water's too cold!" . . . enough of a positive reaction to start the wheels turning again — let's go — move — plan — plan — plan! How many? 12 and 1 leader. How long? two weeks — 12 Bermudians to fill our beds in Canada . . . accepted both sides.

And so it began, the first Bermudian-Canadian Camping Exchange. Our first problem was what sort of a response would we get from our own campers. Interestingly enough; an overwhelming response and our next problem was selection. After some time, we decided to send the most senior boys, preferably long-time Ponackians who would benefit from a break in regular camping routine. As we had known most of the boys before, it was important that we should choose not only a group with somewhat different interests to entertain one another, but a group with potential cohesion; boys who we previously knew could pull their own weight and fend for themselves as they had shown in past year's camping activities.

The final plans were made and we were off to a new world — a 2 hour and 45 minute jet flight and we were there. Much to our surprise, television cameras and newsmen were there to meet us, along with our counterparts who were just about to board for Canada. A presentation was made by the Ponackians to the Hon. Lancelot Swan, Member of Parliament for Youth along with the Government Official Mr. Lloyd James who was to act as our Guide.

*Continued on Page 25*





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# The Camper in the Dining Room

by M. C. MacCulloch, Director  
Bolton Summer Camp  
— Rotary Unit

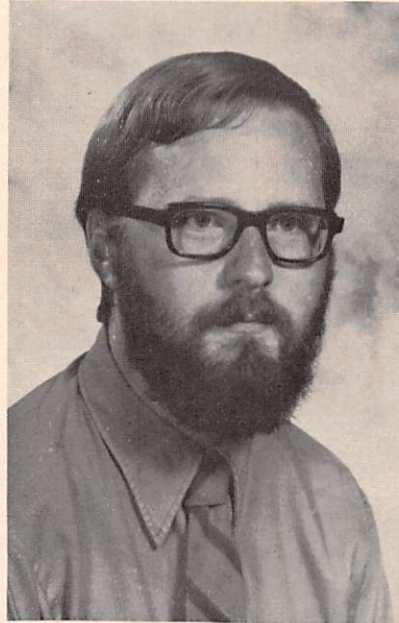
A senior dietician at our camp, after years of managing the food services and diets of thousands of campers, used to point out to our new staff members in her introductory talk, "that some people don't even like ice cream". Such a statement points to our two considerations with regard to children who bring eating problems to camp with them. Firstly, each individual has certain likes and dislikes in food. Secondly, just as his personal tastes cannot be correlated, neither can the individual's appetite which in turn determines the amounts to be consumed.

At camp, a child with an eating problem is usually a camper who will eat too much, too quickly, or will have a dislike of certain foods, or a child who will not eat enough. The camper who has a medical diagnosis re what he must eat, will come to camp with the basic diet in hand, and the camp kitchen staff will make arrangements, usually with the co-operation of the camp medical staff, to serve the camper according to his particular needs. From the counselling point of view, this latter child does not present an eating problem because his needs can be scheduled. It is the day-to-day dining room problem which is most disconcerting because it varies with the campers and must be individually handled, even though its precise nature is relatively constant.

## *Some Causes for a Poor Appetite:*

The following list is by no means exhaustive but rather will provide the staff member with some guidelines to be on the lookout for:

1. Very often the difficulty a child has in eating a well-balanced meal in the camp dining room is that he has just been involved in over strenuous activity prior to the meal. For this reason, it is a good idea to schedule open periods for free time before meals. Also a regulated entrance into the dining room in a quiet orderly manner as a cabin group will certainly be calmer and more civilized than running in at random, at top speed and volume.



M. C. MacCulloch

2. Sometimes the camper is hesitant to eat because he is emotionally upset due to inner tensions such as homesickness, fears, rejection by peers, anger, worry, etc. These will be known by the observant counsellor and appropriate attention will be given to the camper.
3. For many campers, this is the first time away from home. It is not difficult to see that camp dining room procedures are quite unique from those which the child has become accustomed to at home. This variation at first, and sometimes for the whole period, will take some getting used to.
4. Due to the numbers, in spite of precautions taken to keep things reasonably quiet and conducive to good eating habits, the noise which will prevail will be distracting. This atmosphere will very often hold the attention of the campers, especially the younger groups. Sometimes it is even cause to be noisier and more flamboyant in order to hold attention. For this good reason, it is a good idea to hold off sec-

tion cheers, and camp songs, until after the meal is completed, or at least towards the end of dessert.

5. Campers can become tired at meal time and this of course, hinders eating. To be over-tired and over-stimulated by camp activities and sometimes the mere fact of living outdoor in a world unique from the one inhabited for the rest of the year, will cause a child to be "not hungry" at meal times. The solution is simply that the camper needs more rest and relaxation and perhaps a toned down pace. The counselling staff must be periodically reminded that not all children share their energy, vim and vigour.
6. At some homes, the family diet which the child is accustomed to is inadequate from a dietetic point of view and the foods provided at camp will appear unnecessary and too much for the camper. Some children from the metropolitan areas make their own meals due to family circumstances and three courses at a meal is out of proportion to a jam and peanut butter sandwich for lunch.
7. In hand with this last point, very often the meals provided at camp are not the same as the camper gets at home. Porridge in the morning in the summer time probably is not what the child is used to. Limited budgets at home which provide spaghetti and bread as fillers will cause the child's perspectives re his own needs to be shaded.
8. Very often the child who is the problem camper outside of the dining room will bring his aggravation to lunch with him. A child, for example, who craves the attention of his counsellor will soon discover that by not eating he will have the undivided attention of his unit leader. This he uses to his advantage.
9. The camper with a chronic illness, a structural abnormality, a low metabolic rate, or any other medical problem will be observed



by the medical staff upon arrival and his particular problem will be handled by the dietician.

For the most part, in this area the counsellor need not be unduly concerned, as most campers with serious diet problems will not come to an ordinary camp, but instead will seek out a camp where they will get the special attention they deserve. Usually no fruit, or limited servings of butter, etc., will be the most serious concern the counsellor will have to face.

#### *Dislike of Certain Foods:*

As the adage says, "there is no accounting for some peoples' tastes". At camp for the short session which we have the campers at our dining tables, it would appear that a little bit of common sense and discretion would be the order of the day.

Some people *do not* like eggs. They *have never* liked eggs. They *will never* like eggs. Therefore, if that is one of the *few* dislikes it would seem silly to force a poached egg into the camper every morning because he must have it to survive and because it is good for him. There is an odour to eggs that many people can never come to tolerate.

The counsellor must be careful here that an individual's particular sensitization to a food or a dish doesn't become a cabin fad. For this reason, it is not necessary nor polite to discuss what is left on one's plate. Usually if an issue is not aggravated, and the discussion is nil, the event will pass unnoticed by the cabin. It is, however, a good idea for the counsellor to try a little bit of everything, as very often campers look to the unit leader as a criterion for taste and eating habits.

Some eating habits are carry-overs from home. These are not really possible to alter. However, just because Daddy slurps his soup, is no reason to let it go unnoticed by the counsellor at camp. The camper should be made aware that there are some mores and manners which are publicly acceptable. Even if the camper does return to an environment where soup-slurping is acceptable, it is important for his education that he realizes it is not acceptable behaviour in all circles.

Some campers are pampered or restricted at home and this is such a personal problem that apart from pointing out the "why" of the situation there is really little which can be done. Experience dictates that if the counsellor doesn't overplay this sort of thing, and if he eats a little

of everything, and doesn't notice the unimportant personal habits, the problem is not a major one.

#### *The Over-indulger:*

To eat too much, too fast is not gluttony.

Sometimes the metabolic rate for the camper is high and consequently so are his needs. As stated earlier, sometimes the atmosphere is conducive to gorging. Even more importantly, for some campers, heaven forbid, this may be good food.

As free-time very often follows meals, to allow for ample digestion time, the counsellor may be in a hurry and hence set the example for his campers. Discretion again is the keynote. A meal, properly consumed, with plenty of time permitted, can be an enjoyable part of any camp programme.

#### *Some Instructions for Table Service — Tried and True:*

1. Each serving bowl and each platter will contain sufficient food for each table. The food should be divided evenly so that each camper receives a portion. Remember that the younger campers may not have quite as large an appetite as the larger and older ones.
2. Desserts — There will be sufficient desserts sent to the dining room for each camper. Do not serve seconds until each camper has had his first serving. This will cut down on "gobbling".
3. Many camps operate against a very tight budget. For that reason sugar and jam can become the most expensive food items when used indiscreetly. This in turn will limit the purchase of some more valuable food stuffs. Do not allow the younger campers to help themselves to sugar and jam. Divide the amount on the table evenly and seconds would seem for the most part unnecessary.
4. Do not overload a plate. It is better to serve small helpings and encourage the campers to eat all the food given, then if seconds are desired, give them.
5. Some campers may think that they do not like all varieties of certain foods particularly vegetables and salads simply because they are not familiar or accustomed to them. By giving small servings and encouragement, a little at least may be accomplished in proper eating.
6. Do not give the campers more milk than they can drink. Do not

pour it for them until the dessert is served. If they are busy campers, and if they have it at the beginning of the meal, they will not chew their food properly, but will wash it down with the milk.

7. When clearing the tables have each plate and bowl scraped and the dishes neatly piled and taken to the serving tables. After the dirty dishes, the serving dishes, and the leftovers are taken to the centre tables where they are looked after by the kitchen staff, each table must be well wiped with a clean, damp cloth and the dining room swept, particularly under every table.

#### *In Sum:*

The counsellor has many resources to employ when he wishes to improve the eating habits of his campers.

- 1) For particular problems which would appear to be medical ones, he can check with the Camp Nurse or Doctor.
- 2) Sometimes a talk to older campers by the Dietician or Cook will clear up a lot of problems.
- 3) The Counsellor should insist on a reasonably quiet table, and shouting of any nature should be reserved for outside.
- 4) With the younger campers, the counsellor should serve, at least until the campers are familiar with the procedures.
- 5) Occasionally the seating plan at the dining table should be changed so that the problems are not centralized.
- 6) Small portions first, then seconds.
- 7) Teach good eating habits to the whole group, so that no one is "center shot".
- 8) Counsellor sets the example, by eating a variety of foods; and encouraging good eating habits for his campers.

For all campers, whether the camp be a privately sponsored one or one which satisfies a community need, *eating is a right, not a privilege*. For that reason, meals, nor any part of them should ever be denied the camper. Coaxing, rewarding, punishments or ridicule at the dining room table are wasted. Desserts are never denied the camper. It is an unfair and unnecessary punishment.

Good food and good eating habits are a complement to any camping experience for a child. We must do our best to maintain a high standard and constant concern for the well-being of our campers.



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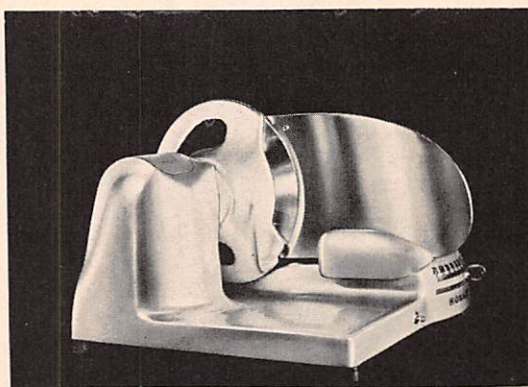
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me cardiaque, baisse de la pression du sang et de la température du corps, respiration plus lente mais profonde et plus régulière. Seule l'activité digestive semble se poursuivre normalement. L'organisme libéré de son activité de veille, insensible au monde extérieur, continue donc à assurer ses fonctions de conservation et de restauration. L'Encyclopédie Larousse pour la jeunesse (Vol. 8) remarque qu'on ne dort jamais "comme une pierre". Même si l'on est profondément endormi, on fait toujours un petit mouvement tous les quarts d'heures environ. Pendant le sommeil, l'attention, la volonté ne semblent "dormir que d'un oeil": une mère se réveille au moindre gémissment de son enfant, la main écarte une mouche importune, rapproche ou éloigne la couverture: la tête se tourne du côté opposé à une lumière ou à un bruit inopinés. Certains bruits, à condition qu'ils se répètent régulièrement et qu'ils ne soient pas trop stridents, n'interrompent pas le sommeil. C'est pourquoi l'on peut dormir en train en avion ou en bateau.

Nouvelle Encyclopédie du monde décrit les résultats du sommeil encore mieux: lorsque le sommeil commence à s'emparer de l'individu, les mouvements du corps s'allanguissent, la tête s'incline, les paupières s'alourdissent. Les sensations, d'abord confuses s'éteignent graduellement: l'oeil finit par ne plus voir la main par ne plus sentir ce qu'elle touche, l'oreille par ne plus entendre, l'intelligence est totalement ou en grande partie réduite à l'inaction et la détente se propage au système entier de la vie animale. Le sommeil complet entraîne généralement la suppression des actes volontaires.

Les mouvements organiques et qui, bien qu'involontaires, reconnaissant cependant jusqu'à un certain point l'empire de la volonté, comme ceux de la respiration, persistent seuls et ces derniers ne perdent que leur part de soumission aux

ordres de la volonté. Les battements du coeur et les mouvements respiratoires sont un peu plus rares. Les fonctions de nutrition, la respiration, la digestion, les sécrétions s'accomplissent pendant le sommeil comme pendant la veille; toutefois la calorification est moins énergique, aussi l'homme a-t-il besoin d'être plus chaudement couvert durant le sommeil.

Le sommeil est donc régénérateur des forces physiques et psychiques entamées pendant la veille; il protège et répare les cellules nerveuses. Le cerveau qui a dormi fonctionne mieux. Un sommeil suffisant et de bonne qualité est la première condition d'une activité cérébrale et nerveuse normale.

#### 4 Durée du sommeil

"Normalement nous dormons sept à huit heures d'affilée, les tiers de notre vie", affirme Paul Cahuchard. En règle générale, s'exprime l'Encyclopédie Larousse pour la jeunesse, la durée du sommeil chez l'adulte est de six à neuf heures: mais elle varie avec les individus. Pour les uns il faut dix heures de repos et pour d'autres, cinq ou six heures suffisent; en fait, il n'y a rien d'absolu. Les individus gros, obèses ou prenant une nourriture abondante, dorment plus longtemps et éprouvent un besoin plus impérieux de sommeil que les personnes maigres. Le sommeil est plus long et plus nécessaire dans la jeunesse que dans l'âge avancé, ce qui paraît tenir à la prédominance des phénomènes de nutrition pendant la première de ces deux périodes de la vie. La durée du sommeil est aussi une question d'habitude et de tempérament: il faut dormir le temps nécessaire pour être dispos. Un court sommeil peut sembler suffire mais si on persiste dans cette néfaste habitude des troubles apparaissent: on se fatigue, il vaut donc mieux, en-dessous de la marge des sept à huit heures, ne pas chercher à réduire sa durée de sommeil par des moyens brutaux de réveils ou

de levers précoces, chercher à dormir encore si on est réveillé. (Paul Chauchard).

#### 5 L'intensité du sommeil

Les variations d'intensité: C'est un dernier phénomène propre au sommeil. Les expériences des Kohlschuetter ont montré que cette intensité était plus grande environ une heure après le début du sommeil, ensuite l'intensité diminue graduellement. Cependant, contrairement à la croyance et populaire, les expériences semblent démontrer qu'il n'y a pas de lien direct entre l'intensité du sommeil et sa valeur récupératrice; les dernières heures sont aussi importantes pour le repos que les autres.

A propos de l'intensité du sommeil, plusieurs thèses nous ont apporté la notion du rythme et le cycle du sommeil: la plus connue est la thèse de Kleitman (1949) qui jette une lumière surtout sur le problème de la sieste. Ainsi, de la naissance à l'âge adulte, le sommeil humain évoluerait de la polyphasie à la monophasie. Le bon sens avait depuis longtemps saisi cela; l'homme tendrait à identifier le cycle de son sommeil avec l'alternance du jour et de la nuit.

Le Dr. Paul Chauchard a préparé deux types d'hypnogrammes concernant l'intensité du sommeil. Selon lui et selon d'autres observateurs (Doumic et Debré) il y a deux types différents; le premier type présente d'abord le sommeil profond, bon sommeil répartiteur, puis il y a décroissance progressive jusqu'au réveil. A l'opposé se trouve le cas de ceux qui ne dorment pas aussi profondément le soir, mais ont une accentuation de la profondeur au matin. Les premiers sont en train et actifs dès le matin, les seconds le sont plutôt le soir. Il croit les dormeurs du premier type, les plus nombreux.

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Continued from Page 5

As the value of the camping experience is accumulative, it is desirable that campers be presented with new and more challenging activities year by year. At the same time the condition of some children may deteriorate progressively. On both counts it is necessary to be flexible and adaptive in the placement of campers.

Over the next five years the Specific Disability designated camps must consider the same questions and determine whether their campers are best served by the present structure. For example, some orthopedically handicapped teenagers are quite capable of a vigorous program that would also suit the diabetic teenager, and their activity and interests could be quite compatible.

In seeking more integration, between the handicapped camper's experience and his family and community, there are reasonable grounds to establish a pilot project whereby the handicapped camper can be accompanied by a non-handicapped brother, sister or friend. The handicapped youngster then has a point of reference within his family or circle of friends which can reinforce the benefits he derives from his experience and at the same time establish greater rapport with family and friends.

The same can be said of the family group camp where the entire family of the handicapped child accompanies him to camp for a short period.

Integration with the larger community can be explored by devising special interest camps or programs. Thus, art and craft oriented camps (perhaps out of season) could include not only the handicapped but other interested participants and resource people. Sailing, fishing, horseback riding, drama, religion, etc., all lend themselves to a special interest type of structure which could extend the handicapped youngster's interest into a year-round association with others.

## 2. Staff Selection, Training and Development

The nature of summer camping is such that employment can only be offered summer staff for a limited period. In most instances this is a maximum of twelve weeks. The candidates available are therefore by and large drawn from the ranks of university students with some senior high school students where suitable.

In general these students would be available for a maximum of four summers during their high school and under-graduate years.

While it is recognized that continuity in the staff is very desirable, it must be accepted that apart from a few senior personnel there will be at the very least a 25% turnover each year.

The above factors also dictate that the age range of staff will be from seventeen to twenty-one with a median age of nineteen.

In the past most staff members have performed extremely well although, as must be expected, there have been some problems of adjustment. In seeking to avoid such problems, it seems desirable to screen applicants more carefully and at the same time to encourage those who have performed well in the past to reapply. While it is not prudent to make commitments from one year to the next, neither is it wise to wipe the slate clean and have a completely new, untried staff each season.

Senior staff such as camp director, program director and nursing staff should be encouraged to undertake at least three consecutive seasons of employment. In consequence, their stipends should be such as to offer a reasonable incentive to return. Since these staff members will be expected to have professional qualifications in their field, this should be recognized in setting basic salaries.

Intermediate staff with certain responsibilities should have one or two years of experience in handicapped camping, or two or three years in a related field — the age range being 18-20 years. Due to the special nature of handicapped camping, it would seem desirable that this category of staff be drawn from students training in paramedical, recreation or educational fields such as student nurses, physio or occupational therapists, recreation students, or students in special education. Thus, the relatively low salaries are to some extent offset by the valuable experience gained by working in handicapped camping — experience that may one day be recognized for credit by the appropriate training schools and faculties.

Junior staff should be chosen on the basis of interest, suitability and related experience, such as, volunteer work with children; scout, guide or 'Y' work; special courses, such as, Leadership Training, Life-saving, First Aid, etc. Rates of pay



in this category should remain nominal — the age range for junior staff being 17-18 years with some a year younger or a year older.

As time goes on, handicapped campers themselves, can and should make application for positions on staff. Consideration must be given to these applicants bearing in mind that they must be capable of performing the duties they are assigned, otherwise a portion of their work falls on other staff. If this provision is met, such applicants should receive the same opportunity as any other.

The training of selected staff must have a two-fold aim: firstly, to develop the skills and abilities of the individuals for the tasks they perform, and secondly, to create a well-balanced, integrated team dedicated to the service of the handicapped.

The first of these aims can be achieved in large measure by utilizing the training resources of those organizations already engaged in ongoing training programs, such as, the Department of Youth, the Alberta Camping Association, the Y.M.C.A., and the Y.W.C.A.

The second aim requires that the staff spend some time together in specially programmed training seminars which deal with the unique aspects of handicapped camping.

As the philosophy and techniques of handicapped camping are still in the formative stage, the training seminars are bound to be experimental; leaning heavily on medical orientation and basic nursing procedures, and at the same time utilizing past experience and knowledge.

The dictates of time are such that the training seminars must be concentrated into a very few days. Experience has shown that a major three-day seminar in May involving medical, nursing, rehabilitation and related resource people is valuable. The significance of such a three-day seminar can be enhanced by involving two or more camp staffs at the same time. Future developments may well justify such seminars being expanded to include camp staffs from several provinces. Where training seminars involve several camp staffs, the participating camps must be prepared to support them as must provincial and national bodies in the same way as they have supported training programs in other areas of rehabilitation.

An orientation weekend for a single camp staff on its home site is also a valuable means of developing esprit de corps and familiarizing

the staff with the plant and facilities that they will use. The orientation weekend is best scheduled immediately prior to the opening of the camp season so that the staff are in residence and well prepared when the first group of campers arrive.

Time, funds and resources for the proper training of staff are vital to the development of a meaningful camping program and must not be curtailed in the belief that it is a free weekend for the staff or that an investment in training is unnecessary because of the short duration of employment.

Hopefully, the time will come when every person entering the professions in the rehabilitation field will have some knowledge and experience, in specialized camping for the handicapped, and the wider field of recreation. Handicapped camps will have a major role in providing such knowledge and experience and will benefit in proportion.

### 3. *The Coordination and Administration of a Continuing Service*

The emphasis throughout this paper has been on the primary function of providing, encouraging and developing handicapped recreation in a camp setting.

To provide the opportunity is not enough. Encouragement and development are necessary to realize the full potential of the program. The camping program must constantly take the initiative in identifying needs in handicapped recreation and encouraging those concerned to use the facilities to meet those needs.

Good relations and effective liaison must be established with groups representing every sector of rehabilitation and social service. The administration of the camping program must be flexible and adaptive enough to meet a great variety of needs. There must also be a free flow of ideas between different groups and the camp program, and between the camp program and related programs within the province and eventually throughout Canada.

By 1975 there is no reason why handicapped children and adults should not select the particular holiday camp they wish to attend from among a dozen or more across Canada. Obviously such ideas, while they offer exciting prospects, face many problems of finance and organization. Continuity in administration is essential if these and other ideas are to be explored. Coordination with sister programs in other provinces will also require a broad-based and forward-looking administrative structure.

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Originally, plans had been made to stay on Portis Island at Camp Wahoo but true to the happy-go-lucky Bermudian form, such was not to be the case. Thirteen sweating individuals were piled into taxis and taken to the far end of the island in Somerset where we were given the past British Officer's headquarters as our base for a fortnight. This headquarters had, after a great deal of remodelling been transformed into a Youth Centre; however, owing to the location and the lack of the necessary qualified staff, it was having its problems. Nevertheless, we were thrilled! It was like a castle to us and within no time, we had it looking just so. The Government had provided us with the Pinders, a British teaching couple who furnished us with two weeks of terrific cooking and about 3 inches on our waistlines.

The first day out, tours of the island were planned; Botanical Gardens, Aquariums, Fort St. Catherine and an in depth study in Bermudian culture as provided us by Lloyd and his friends. To finish the day, a lesson in mussel catching direct from the sea bottom. Some of the fellows managed to learn how to swallow the mussels right off the coral; however, I'm forced to admit that I'm afraid I bit off more than I could chew.

Needless to say, entertainment was available daily. Lloyd and the Government crew worked so diligently to make us remember our stay on this marvellous island.

Fishing trips, glass bottom boat rides and limbo dancing proved to be some of the most exciting features. However, we could honestly say the time spent on the beaches, sunbathing, exploring, girl watching and snorkelling were the highlights of our trip. For a group of boys to be able to peruse the surface of the ocean for 2 or 3 hours, face to face with jelly fish, parrot fish and all sorts of fascinatingly colored marine life is an experience, perhaps more educational than three years in the biology or geography class.

In our last week or so we began to understand the Bermudians. Time wasn't important! Why hurry! Time to stop and talk to the barber as you strolled by his window. Time to pick an oleander for the lapel of your shirt; time to finally get to read the middle six pages of the newspaper. If the fishing trip was to

begin at 9:00 a.m. we knew enough to relax and, sure enough, at 12:00 appeared Lloyd's smiling face: "What's keeping you boys?" "We've got a day's fishing ahead of us!"

We had some opportunities of visiting Camp Wahoo and studying their camping situation. For the facilities and staff available, great strides have been made in the camping line. From virtually nothing a few years ago, Camp Wahoo has the facilities to accommodate close to 100 boys and to provide them with somewhat of an opportunity to learn such things as leather crafts, nature, sports fundamentals and swimming. Oddly enough, it is amazing how many Bermudians cannot swim. The small waterfront staff really had their hands full! One of the most important aspects of Camp Wahoo was that it provided an opportunity for group living. In order to stay there, Church Clubs, Scout Troops, etc. must book a time period usually not much longer than a week. As a government owned camp, it provides only the physical layout. The campers themselves do most of their own work, housekeeping, assisting in main meal preparation along with various other required tasks. We couldn't help wondering if this camp with its limited facilities didn't offer a great deal more than our modern multi-programmed set-ups in Ontario. It really helped point out the importance of the human side of camping. We spent some time with the campers and after being walloped in 1 game of soccer and 3 consecutive games of volleyball, it was not difficult to see which group needed the conditioning. After 5 minutes of running about, we were exhausted.

Our final few days were again spent snorkelling and being the guests of the Government at the Bermudian Cup Cricket Match. This was quite an exciting affair and was the basis for the biggest two-day holiday of the year. Everybody stops and in their wildest, most colourful garb, hurries down to Somerset to catch the game. One couldn't help being caught up in all the festivities and the holiday atmosphere. For the most part, we forgot that we were visitors.

Two weeks appeared to be over before they began and the thirteen were on their way — happy, excited in looking forward to the tales they would pass on to fellow campers who had just finished playing host to their Bermudian friends, and thankful to those who made their holiday an education and a success.

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## LETTERS TO THE EDITOR

(Letters to the Editor on any subject are welcome. All are subject to condensation.)

Dear Editor,

In the November issue of Canadian Camping, you present two articles on the issue of Badges and Awards: a positive and negative viewpoint.

I am writing to object to the manner in which the articles have been titled. I happen to agree with the opinions put forth by John Walker and I would suspect that many fellow recreologists and camp directors feel the same way. I don't think this makes our viewpoint negative. It is another point of view. Perhaps a better title might have been — "Badges and Awards: two viewpoints" — thus leaving your mature readers to determine which is positive and which is negative.

I notice that Jocelyn Palm is a member of the Publications Committee and I wonder if her viewpoint is the opinion of the committee and/or of the Canadian Camping Association. If this is the case, perhaps her article should have appeared or been stated as such.

As the articles are now titled, it would appear that Canadian Camping favours the giving of awards

and badges it has so titled its article: a positive viewpoint as opposed to the article which is not in favour of this practice and is so titled as negative.

Sincerely,

(Mrs.) Gail Brown,  
Assistant Director,  
Nepean Park, and Recreation  
Director, Knotty Knoll Day Camp  
Member Ontario Camping  
Association

Dear Mrs. Brown,

I agree with you. The articles on Badges and Awards were incorrectly titled.

Jocelyn Palm is Executive Secretary of the Royal Life Saving Society and a valued member of the Publications Committee of the Canadian Camping Association. Her "Viewpoint" was her own as was John Walker's. There is no official Association viewpoint.

The matter of Badges and Awards is an important one. I hope that you will send us your thoughts as the more opinions we have on the subject the better Camp Directors will be able to form their own viewpoints and policies. — Editor

Dear Editor,

A girl in my cabin last summer wrote beautiful poetry. If she sent

you some of her poems would you print them?

V.C., Halifax, N.S.

Dear V.C.,

All contributions to CANADIAN CAMPING are welcomed and encouraged. Poems, articles, sketches or photographs from anyone will all be considered by the 12 members of the Publications Committee.

If possible please send three or more copies, typewritten and double-spaced. Articles or poems can be of any length with a limit of 2,500 words.

The committee as a whole decides what to print. They are always interested in new contributors and seek writers from all across Canada. — Editor

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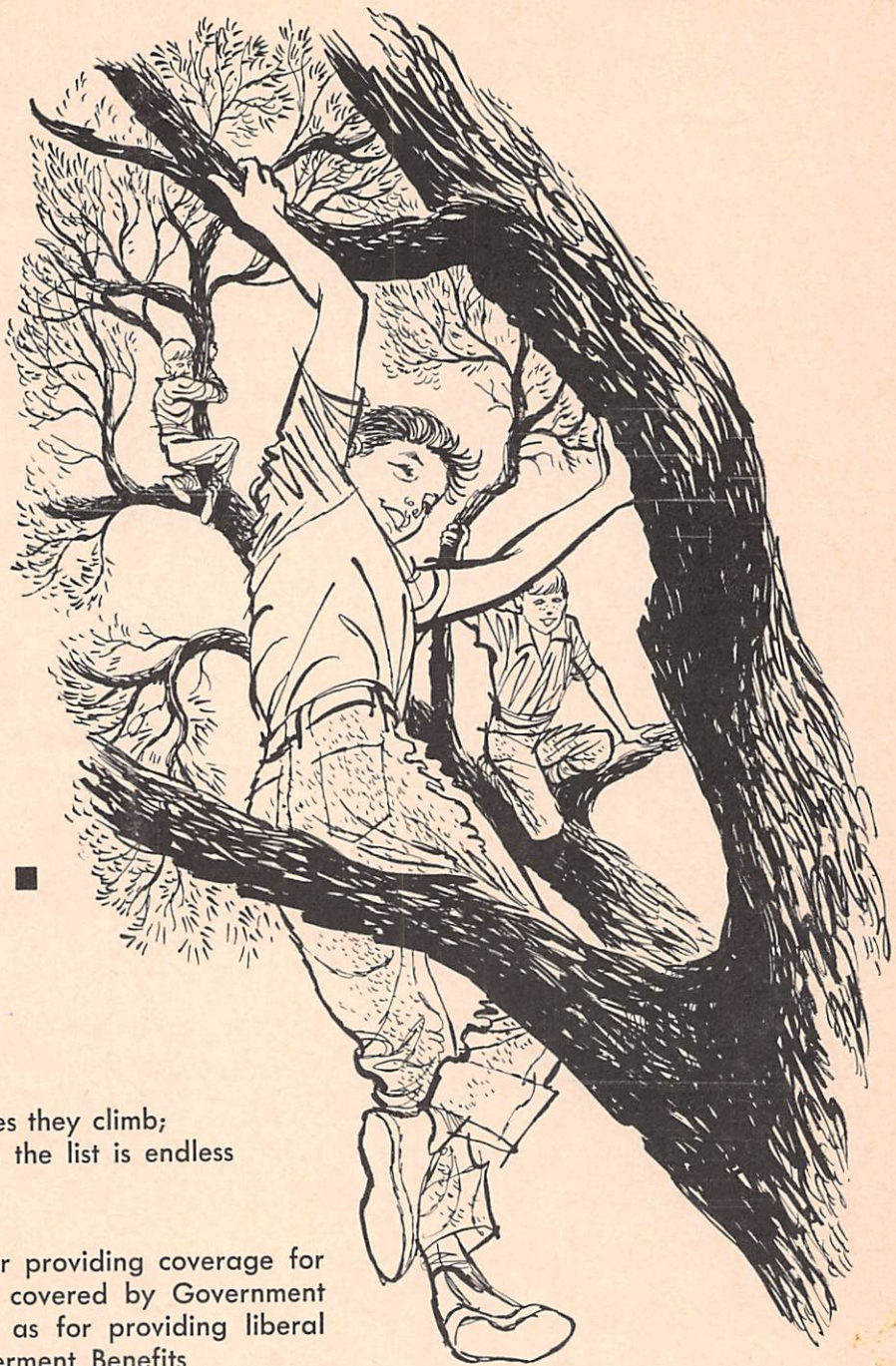
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